MULTIMEDIA UNIVERSITY

STUDENT ID NO

MULTIMEDIA UNIVERSITY

FINAL EXAMINATION

TRIMESTER 1, 2015/2016

PEN0045 – COMMUNICATIVE ENGLISH

(All Foundations)

6 OCTOBER 2015
2.30 p.m. – 4.30 p.m.
(2 Hours)

INSTRUCTIONS TO STUDENT

1. This question paper consists of **SEVEN** pages only.
2. Answer **ALL** questions in **Sections A, B** and **C**.
3. Write **ALL** your answers in the answer booklet provided.

SECTION A: READING AND VOCABULARY [25 MARKS]

Instructions: Read the passage and answer the following questions.

Zombies: An Anthropological Perspective

1 The word "zombie" first appeared in English around 1810 when a historian, Robert Southey, mentioned it in his book, *History of Brazil*, referring to a West African deity. Now, the word suggests that zombie is a creature in the form of human, but lacking mind and self-awareness. Over the past decade, zombies have become the focus of scary stories. In films, zombies are created to cause suspense and excitement in viewers, and they are often **depicted** as the living dead, but more commonly today, they are corpses overtaken by some strange disease. In most people's minds, zombies exist as only a subject matter in horror books and films. Behind these stories and film scenes, however, few realise that the undead are not merely figments of imaginations of fiction writers. There is a great deal of scientific proof of their existence. Though Hollywood and pop culture have enriched stories about zombies for purposes of entertainment, these creatures have an important place in some cultures, such as Haitian and African cultures, and they are considered to be real in these cultures.

2 Do real zombies exist somewhere out there in the dark corners of the world? While it may not seem possible on the surface, zombie fictions actually reflect the reality and traditional beliefs in Haitian and African cultures. It is often difficult for a person who has watched some of the films or read some of the books to imagine that there would be a shred of truth in stories of zombies, but there are real-life examples of zombies which have been documented. A good place to find the answer to the question is the island nation of Haiti, which is located in the Caribbean Sea and has a long tradition of real zombies. Moreover, like other monsters, zombies have their roots in folklore and are common in Haitian folklore. In Haiti, zombies are said to be corpses that are brought back from death. They are **resurrected** through black magic by powerful voodoo witches or wizards for various intentions, but most commonly for slave labour on farms and sugarcane plantations. Sometimes, it is done as a punishment for offending a witch or wizard. Although the making of zombies is not carried out frequently, the idea that one could be made into a zombie is an effective way to prevent the people from breaking the rules.

3 As some written accounts have claimed, those who are turned into zombies show movements and actions that are repetitive, clumsy and purposeless, apart from being slow and uncoordinated. They walk with an unsteady and shambling gait. They are able to utter only very basic phrases. Zombies can also understand basic commands, but their comprehension is limited, and they are mostly considered to be creatures without mind. They remain in a sort of dream-like trance, with little or no awareness of their condition. These features, which are said to be commonly found in zombies, make them easily identifiable or noticeable.

4 Far from the descriptions of zombies as evil and destructive monsters in the

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film-making industry, the zombies of Haiti are seen as victims rather than **villains**. The real zombies of Haiti are submissive and not known to be aggressive or to attack people unless commanded to do so by their masters. This explains why Haitians are not afraid of zombies themselves so much as they are terrified of being turned into one against their will. Zombies in Haiti also lack free will and remain under the control of their masters for the rest of their miserable lives.

5 Researchers studying Haitian culture have related countless tales of bodies brought back to life by witch doctors, and these researchers have tried to convince curious minds with **plausible** explanations about the making of zombies. The most well-known expedition to Haiti in search of zombies is that of an anthropologist, Wade Davis, who travelled to Haiti in 1982, to investigate the case of an alleged zombie, Clairvius Narcisse. In Haitian culture, there is a belief that it is a witch doctor's black magic or sorcery which creates zombies, but contrary to *this*, as revealed in Davis's research, witch doctors in Haiti use a complex powder that consists of a **concoction** of drugs in their rituals. This mixture of drugs is used when making someone a zombie. The witch doctor secretly puts it in the food, or rubs it on the skin of the victim. The drugs pass into the bloodstream, paralysing the body and causing the victim to have an incredibly slow breath and faint heartbeat. The victim will appear dead, but he or she is in fact still alive. In Haiti, people are buried very soon after death, as the intense heat of the climate makes bodies decay very rapidly. This suits the zombie-making process because a quick burial enables the witch doctor to remove the victim, who is still living, from the grave. Digging up the body happens within eight hours after the burial; otherwise, the victim will die from lack of air. Although the victims are physically intact, their memory is erased, and they are transformed into mindless creatures.

6 Apart from clarifying the wrong understanding that zombies are created by using black magic, Davis's research also explains the key to such misunderstanding among Haitians. In addition to the belief in witchcraft that is widespread throughout Haiti, Haitians also strongly believe that zombies do exist. These beliefs contribute to the misconception. While some scientists have accepted Davis's discovery as the only logical explanation about zombies, some have rejected and questioned his research **sceptically**. Although there may seem to be reasons for believing in real zombies, a more concrete and scientific discovery is necessary to convince these doubters. Whether these creatures are slaves who are drugged or corpses which are brought back from death through dark sorcery, the debate remains open.

Adapted from Grecinger, M. (December 2012). *Zombies: An anthropological perspective*. Retrieved from http://bryteyedgemini.hubpages.com/hub/Zombies-An-Anthropological-Perspective

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Part 1: Contextual Clues (5 marks)

Instructions: Based on the passage, provide a word or phrase that best expresses each of the following words.

Example:

Word	Meaning
depicted (line 6)	described

a. resurrected (line 24)

b. villains (line 39)

c. plausible (line 47)

d. concoction (line 53)

e. sceptically (line 70)

Part 2: True-False Statements (5 marks)

Instructions: For each statement, write (T) if the statement is true and (F) if the statement is false.

a. The present-day meaning of zombie is the same as the first meaning of zombie in English.

b. Zombies are created in movies to entertain viewers.

c. Among Haitians, the fear of being turned into a zombie is not as great as the fear of zombies themselves.

d. The climate in Haiti helps in the process of making zombies.

e. Davis's discovery about zombies in Haiti is well accepted in the field of science.

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Part 3: Comprehension (15 marks)

Instructions: Read the passage and answer all the following questions.

a. What do most people know about zombies? (1 mark)

b. Why are stories about zombies not merely imaginations? (3 marks)

c. State two reasons for suggesting that Haiti is the place to find out whether zombies exist. (2 marks)

d. List three purposes of creating zombies in Haiti. (3 marks)

e. What is the main idea of paragraph 3? (1 mark)

f. Explain why the zombies in Haiti are not as harmful as the zombies in movies. (2 marks)

g. What does "this" in line 51 refer to? (1 mark)

h. State two factors that contribute to the wrong conception about zombies in Haiti. (2 marks)

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SECTION B: GRAMMAR [15 MARKS]

Part 1: Error Analysis (5 marks)

Instructions: The following extract contains 5 errors on Subject-Verb Agreement. Identify the errors and correct them as shown in the example.

Example:

No.	Line	Error	Correction
0	1	is	are

Victims of Bullying Suffer Academically

1 Students who **is** bullied regularly perform worse in school, psychologists of University of California, Los Angeles (UCLA) report in a special issue of the Journal of Early Adolescence devoted to academic performance and peer relationships. A high level of bullying were consistently associated with lower grades across the three years of middle school. The students who were rated the most-bullied performed substantially worse academically than their peers. Teachers provided ratings on how engaged the students were academically, including whether they were participating in class discussions, showing interest in class and completing their homework.

2 Generally, students who are repeatedly bullied either receive poorer grades or participates less in class discussions. Some students may get mislabelled as low achievers because they do not want to speak up in class for fear of getting bullied. Teachers can misinterpret their silence, thinking that these students are not motivated to learn. "Students who get bullied run the risk of not coming to school, not liking school, perceiving school more negatively and now, based on this study, performing poorer academically," said Juvonen, who is a professor in UCLA's developmental psychology programme.

3 However, the link between bullying and achievement can work both ways. The students who are doing poorly are at a higher risk for getting bullied, and any student who, get bullied may become a low achiever. Once students get labelled as dumb, they get picked on and perform even worse; thus, there is a downwards cycle that we need to stop. If the academically low-performing students are at a higher risk for getting bullied, that suggests that one of the ways to reduce bullying are to help those students academically.

4 Reducing bullying is a collective challenge, and not just a matter of dealing with a few aggressive students. The high social status of bullies promote a norm of meanness that needs to be addressed.

Adapted from Wolpert.S (August 2010). *Victims of bullying suffer academically as well, UCLA psychologists report.* Retrieved from http://newsroom.ucla.edu/releases/victims-of-bullying-suffer-academically-168220

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Part 2: Verb Tenses (10 marks)

Instructions: Write the appropriate usage of tenses for the words in the brackets.

Example: The windows were opened, and the phenomenon that was the Kogi BBQ food truck **kicked (0)** into high gear.

It was 10 p.m. on a chilly Saturday in Los Angeles. Some 30 people, braving 48 Fahrenheit weather, lined up along the sidewalk in front of a converted step van parked on the street. The windows were opened, and the phenomenon that was the Kogi BBQ food truck (1) _____ **(kick)** into high gear. Kogi BBQ (1) _____ (draw) crowds and accolades since 2008 when two friends brainstormed a plan to fuse Korean barbecue with Mexican tacos and then sell them from a truck on the streets in Los Angeles.

Food trucks (2)_____ (be) not new to the city. For decades, they (3) _____ (offer) cheap food along roadsides and at construction sites across southern California. However, in the past, they were often ridiculed as "roach coaches". Therefore, a Korean-taco truck was "a crazy idea," writes Kogi BBQ founder, Roy Choi in his memoir, *L.A. Son*. Choi, 45, was born in Korea and immigrated with his family to Los Angeles when he (4) _____ (be) two. Drawing on flavours from his native cuisine, fused with Mexican dishes and his top-notch chef training at the Culinary Institute of America, he created deeply flavoured food. It was through his simple yet revolutionary cooking, Choi (5) _____ (unleash) the power of food to cross cultures and race.

What put Kogi on the map, though, was its early adoption of social media to lure customers. Initially, Kogi's small crew did not have much luck selling food to late-night nightclub goers. Then, the team (6) _____ (decide) to use the emerging power of social media to its advantage. Using Twitter, Kogi constantly updated customers on its changing location. A group of young urbanites appeared, tracking Kogi's whereabouts. Within months, Kogi attracted hundreds of customers and dished out up to 400 pounds of meat at several stops every day. Kogi BBQ now (7) _____ (have) 135,000 followers, and its business has expanded from one truck to four roaming trucks.

Oddly enough, the economic downturn in 2008 was an ideal incubator for the supply and demand for food trucks. Chefs and entrepreneurs (8) _____ (use) their talent and passion to start food truck businesses at a fraction of the cost of opening a restaurant. On the demand side, diners were willing to pay for authentic, creative dishes that were cheaper compared with high-end restaurant prices. Social media then connected trucks and customers to forge an entirely new food movement.

Today, thousands of upscale food trucks (9) _____(roam) city streets from San Francisco to Austin to Washington, D.C., broadcasting their whereabouts to sell everything from bespoke grilled cheese sandwiches and luxurious lobster rolls to handcrafted ice-cream cones. It is predicted that what seemed to be a passing trend (10) _____ (grow) to 800 million-dollar-worth industry soon.

Adapted from Brindley. D (July 2015) *How one Korean taco truck launched an $800 million industry.* Retrieved from http://ngm.nationalgeographic.com/2015/07/food-trucks/brindley-text

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SECTION C: WRITING [20 MARKS]

Instructions: Using the data given below, analyse the sale statistics of Vision Florist. In your analysis, you are to link the information given in Figure 1 and Table 1. You should write **150 to 200 words**.

Figure 1: Vision Florist's Sale of Bouquets and Gift Baskets (January – June 2014)

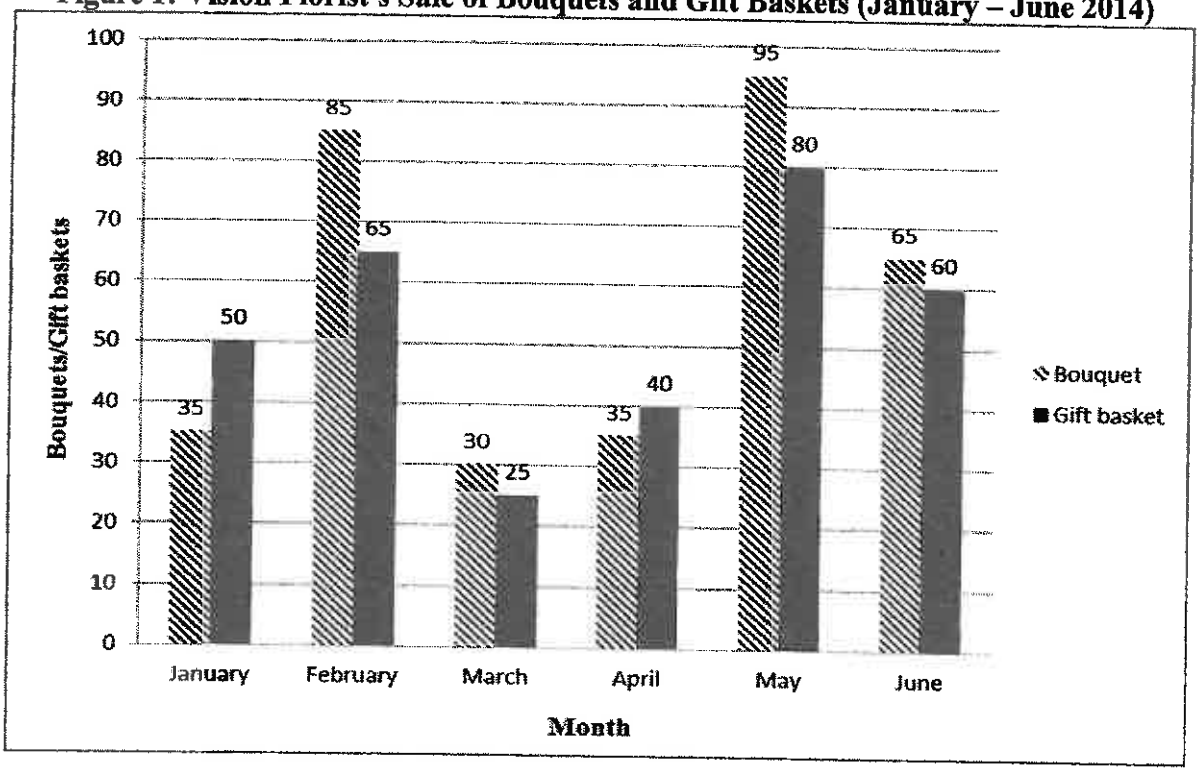

Table 1: Festivals and Celebrations (January – June 2014)

Month	Festivals / Celebrations
January	New Year (1 January)
February	Valentine's Day (14 February) Chinese New Year (19 & 20 February)
March	
April	Secretary's Day (17 April)
May	Labour Day (1 May) Mother's Day (10 May) Teacher's Day (16 May)
June	Father's Day (21 June)

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